

# Exploring the students' perception in the use of teaching factory method in English learning

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## Exploring the students' perception in the use of teaching factory method in English learning

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**Abstract** – The Economic development of a country is determined by the main factor, the human resources competitiveness. In preparing competent human resources, the strategic program to be undertaken by the government is to align competencies of vocational higher education students with the needs of industrial competence. As a result, link and match between industry and higher-level vocational education could be achieved. The solution to prepare students to have competencies that are in accordance with industrial competence is by giving teaching factory (TEFA) method. It is a concept that aims to align manufacturing teaching to the needs of industrial practice. This study focuses on students' perceptions on the use of teaching factory method in English learning, especially English for hotel and restaurant. This study adopts qualitative approach. Data were collected using questionnaires and interviews. The findings in this study reveal students' perceptions and responses on the use of teaching factory method. It shows that many of the students feel enthusiasm in attending English for hotel and restaurant using teaching factory method. It also shows that many of the students express that learning in English for hotel and restaurant encourage them to be actively participated in learning process. It can be concluded that most of the students have a positive impression about the use of teaching factory method in English learning, especially English for hotel and restaurant.

**Keywords:** TEFA; English learning; perception

## 1. Introduction

One of the main pillars of a country's economic development is the labor quality. Governance, infrastructure, and labor are the principal factors that drive the economic competitiveness of countries (Adam, 2017). Basically, the highly skilled workers means rising the competitiveness and economic development of countries. Emsina (2014) stated that the correlation between the workers and economic competitiveness has been proven through several empirical studies. Thus, many countries in the world have a concern for labour productivity and competitiveness, including Indonesia.

The commitment of the Indonesian government is to improve competitive human resources through many programs, especially in education quality improvement. Education has a significant impact on the foundation in the human resources formation as a result it can strength the competitiveness and economic development of countries (Pramana et.al, 2021). In order to accomplish this, the Ministry of Education, Culture, Research, and Technology (2020) undertake some strategic steps since 2017: a. higher vocational education revitalization; b. dual education system and teaching factory (TEFA); c. industrial internship; d. the collaboration higher education with industry and the working world (IDUKA); e. improving the competence of vocational teachers; f. the development of TUK and LSP training in higher education; g. competency certification test of vocational higher education graduates.

As one of the higher-level education in Indonesia, Politeknik Negeri Jember continue to optimize the implementation of strategic programs. One of the strategic programs is the establishment and development of the teaching factory (TEFA) model. The Language, communication, and tourism department, Politeknik Negeri Jember has an integrated hospitality laboratory since 2020. The integrated hospitality laboratory is expected to help the establishment of teaching factory in Politeknik Negeri Jember.

There are several study experience on the use of teaching factory learning method. The previous three studies investigate the implementation of teaching factory (TEFA) learning method in some aspects, such as occupation, entrepreneurship, and culinary competence. First by Khoiron (2016) entitled *The Influence of Teaching Factory Learning Model Implementation to the Students' Occupation Readiness*. In this research, the researcher used a quantitative approach with causal comparative to examine the significance level of teaching factory learning method to the students' occupation readiness. Finally, the researcher reveal that the implementation of teaching factory learning method contribute significantly to the occupational readiness.

The second by Kusmintarti et.al (2022) entitled *Teaching Factory Learning Model to Improve Students' Entrepreneurship Competencies*. In this research, the researcher analyzed the entrepreneurship learning model with the teaching factory (TEFA) model. The researcher used research and development (R&D), including some stages: 1. exploring prospective problems; 2. Collecting on the business information; 3. designing a teaching factory (TEFA) learning method; 4. implementing the teaching factory (TEFA) learning method. The results of the study stated that the students attained a number of entrepreneur skills after following the teaching factory learning method.

The last research by Aida & Hidajat (2020) entitled *Implementation of Factory Teaching Learning to Increase of Skill and Competence Student Department of Art Culinary SMA N 3 Bengkulu*. In this research, the researcher used a qualitative as the data-collection techniques. This research reveal that teaching factory learning method contribute in increasing students' culinary art skill.

This research is to investigate the perception of teaching factory (TEFA) applied in teaching English for hotel and restaurant in English Study Program, Language Communication, and tourism department, Politeknik Negeri Jember. It is expected that by

the use of teaching factory (TEFA) model in teaching English for hotel and restaurant, the students' English skills significantly can be enhanced. By applying the teaching factory (TEFA) technique in the teaching-learning process, it will encourage other teachers in improving their ability in teaching technique. The results of this research are expected to give a positive atmosphere to English teachers and the students. The English teachers can use teaching factory (TEFA) learning model in teaching English to increase the students' ability in English.

## **2. Method**

This study is conducted on 1<sup>st</sup> and 3<sup>rd</sup> semester students of English study program in the Language, Communication, and Tourism department, Politeknik Negeri Jember. The participants in this study are students who got English for Hotel and Restaurant course, consisting of 138 students who are willingly to be respondents and 8 of them are available to do face to face interview in integrated hospitality laboratory. This study focuses on the students' perceptions on the use of teaching factory model in English for hotel and restaurant course.

This study is conducted by using qualitative research. According to Cresswell (2014) the qualitative study is a study that describes the object of the research in the form of words and collect the data based on words from a small number of respondents as a result the respondents' view are obtained. In line with this, qualitative research describes something in a particular way and it is accomplished by the data from various sources (Nassaji, 2015). Furthermore, based on the research objective, the research is categorized as qualitative research (Budiana, 2021). The objective of this research is to reveal the perceptions of the students on the use of teaching factory model in English for hotel and restaurant course.

In this study, the qualitative used as the data-collection techniques to acquire and describe the students' perception on the use of teaching factory model in English for hotel and restaurant. The techniques of collecting data used by the writer in this study consist of two data collection techniques, namely questionnaire, and interviews. In line with this, Sharp (2003) stated that the errors could be avoided the researchers by using multiple methods. In this study, the writer used the questionnaire in order to collect detail information deal with students' perception on the use of teaching factory model in English for Hotel and restaurant. This research use Likert scale for questionnaire.

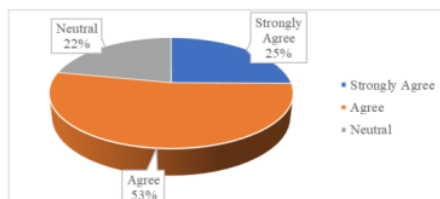
The questions in Likert scale assist the researcher to measure affective variables and help to collect large amount of data easily (Nemoto and Beglar, 2014). The questionnaire consists of 6 close-ended questions collected automatically through google forms platform. Then, for the second data collection technique, the writer used interviews. The interview done by the writer in order to reinforce the information on certain experiences of teaching factory (TEFA) method in English for hotel and restaurant, especially students' perception, and some factors that have effected them. In addition, Cresswell (2014) stated that a qualitative interview occurs when some open-ended questions asked by the writer. The data collected automatically through google form. Then the data collected through google form were analyzed descriptively to investigate the students' perception on the use of teaching factory method in English for hotel and restaurant.

## **3. Results and Discussion**

The result shows the students' response to the questionnaire given about Teaching Factory (TEFA) model using in English for Hotel and Restaurant.

### **3.1 Students' interest in Teaching Factory (TEFA) model**

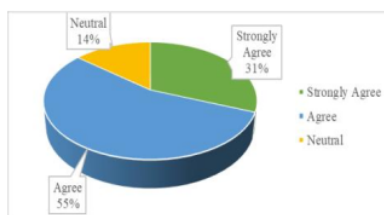
The first question asked whether the students agree that using Teaching Factory (TEFA) model is very interesting for English for Hotel and Restaurant. The results are presented below.



Answers	Respondent Amount	Percentage
Strongly Agree	39	25,2%
Agree	75	53%
Neutral	24	21,8%
Disagree	-	-
Strongly Disagree	-	-
Total	138	100%

### 3.2 Importance of Teaching Factory (TEFA) model in English for Hotel and Restaurant

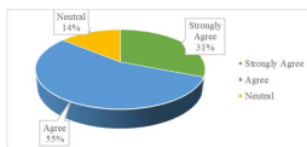
As pie diagram indicates 55% of the students agreed that Teaching Factory (TEFA) model are very important in English for Hotel and Restaurant.



Answers	Respondent Amount	Percentage
Strongly Agree	49	31%
Agree	65	55%
Neutral	24	14%
Disagree	-	-

### 3.3 Students' understanding of English for Hotel and Restaurant materials by using Teaching Factory (TEFA) model

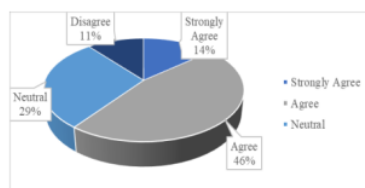
The third question asked whether the students understand the English for Hotel and Restaurant materials by using Teaching Factory (TEFA) model. The results of their response are shown below.



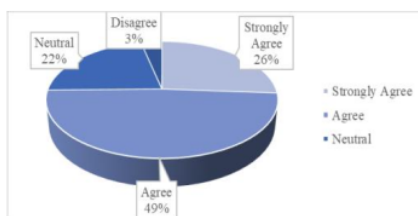
Answers	Respondent Amount	Percentage
Strongly Agree	49	31%
Agree	65	55%
Neutral	24	14%
Disagree	-	-

### 3.4 Students' Anxiety when having presentation

The fourth question asked whether students' anxiety is decreased when they do a presentation in English for Hotel and Restaurant using Teaching Factory (TEFA) model. The results of their response are shown below.



Answers	Respondent Amount	Percentage
Strongly Agree	19	14%
Agree	64	46%
Neutral	40	29%
Disagree	15	11%
Strongly Disagree	-	-
Total	138	100%

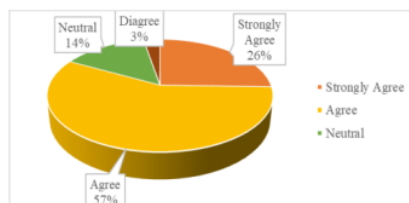


Answers	Respondent Amount	Percentage
Strongly Agree	36	26%
Agree	67	49%
Neutral	30	22%
Disagree	5	3%
Strongly Disagree	-	-
Total	138	100%

### 3.6 Teaching Factory (TEFA) model makes English for Hotel and Restaurant learning more enjoyable and exciting



The final question asked about whether the use of Teaching Factory (TEFA) model makes their English for Hotel and Restaurant is more interesting. The responses are presented below.



Answers	Respondent Amount	Percentage
Strongly Agree	35	26%
Agree	79	57%
Neutral	20	14%
Disagree	4	3%
Strongly Disagree	-	-
Total	138	100%

The results of this study finally reveal the students' perception and response on the use of teaching factory (TEFA) Method in language Learning, especially English for hotel and restaurant. The majority of the students of English department showing a good response and perception. Thus, teaching factory (TEFA) model is an educational approach to align teaching and training at higher vocational institution to the needs of industrial practice that can motivate and give a real environment of workplace to students especially English department students from Politeknik Negeri Jember to learn English and improve their skills and knowledge in learning English for hotel and restaurant.

**3.7 The detail of the perception results as follows.**

The first pie diagram reveals that most of English department students agree (53%) and strongly agree (25%) that using Teaching Factory (TEFA) model is very interesting for English for Hotel and Restaurant. In other words, the students think teaching factory (TEFA) Model make them enthusiastic in learning process. They are not bored when they have English for hotel and restaurant practice. Besides, 22% students are do not know or neutral whether Teaching Factory (TEFA) model is very interesting for English for Hotel and Restaurant or not.

The second pie diagram reveals that the English department students have several responses. 55 % students show their agreement and 31% strongly agree that teaching Factory (TEFA) model are very important in English for Hotel and Restaurant. Then 14% are neutral or undecided. However, most of the students believe that teaching factory (TEFA) model help them to enhance their understanding than learning English for Hotel and Restaurant conventionally.

The third pie diagram describes that 50% students agree that by using Teaching Factory (TEFA) model help students understand the English for Hotel and Restaurant materials. Furthermore, 16% students strongly agree that Teaching Factory (TEFA) model help them to know more about hospitality industry in real environment. Then, 4% students disagree and 30 % are neutral or undecided.

The fourth pie diagram describes that 60% English department students agree and strongly agree that students' anxiety is decreased when the students do presentation in English for Hotel and Restaurant using Teaching Factory (TEFA) model. It means that, the students think teaching factory (TEFA) model help them to learn how to deliver their presentation in a good way, such as how to make a bed in hotel industry. Then, 11% students disagree and 29 % are neutral or undecided.

The fifth pie diagram shows that 75% English department students agree and strongly agree that learning English for Hotel and Restaurant is easier by using teaching factory (TEFA) model. It means that, the students think teaching factory (TEFA) model help them to learn how to apply English skill in real-life industrial environment. Then, 3 % of students show disagreement and 22 % are neutral or undecided.

The last pie diagram shows that 57% students agree that teaching factory (TEFA) model makes English for Hotel and Restaurant learning more fun and interesting. It means that teaching factory (TEFA) model provides a real-life industrial concept for students in learning process. Moreover, 26% students strongly agree that teaching factory (TEFA) model is a fascinating model. Then, 14 % students are neutral and 3% disagree.

3.8 The detail of the interview results as follows.

The result of the interview shows the students' answer to the question given. The interview was done voluntarily in integrated hospitality laboratory. There are eight students of English department. This study used three open-ended questions and these were given to each student in English for Hotel and restaurant learning. The detail of the interview results as shown below.

*How did you feel when learning English for hotel and Restaurant?*

The students' response showed that some students conveyed their enthusiasm and eagerness in English for hotel and restaurant class. Moreover, they had the rare opportunity to learn English for hotel and restaurant in a real-live industrial environment than conventional learning. Then, the rest of the students showed their disagreement. According to them, English for hotel and restaurant could not enhance their understanding even though they joint the class.

Student 1\*

*"I really enjoy in English for Hotel and Restaurant class more than conventional class (the lecturers do lecturing in front of the class and the students only listen, do nothing in the classroom)".*

Student 4\*

*"I think English for hotel and restaurant could not increase my understanding even though I joint the class".*

Student 7\*

*"I feel comfortable when having English for hotel and restaurant in Teaching factory (TEFA) model because I should practice in real-life industrial environment".*

Student 8\*

*"The material provided in the teaching factory (TEFA) model is very complete and in line with industry expectations."*

*What do you think of improvement in using Teaching factory model in English for hotel and restaurant?*

All of students showed positive experience in English for hotel and restaurant class. Some students confidently expressed that learning in English for hotel and restaurant encourage them to be actively participating in the learning process.

Student 1\*

*"I get lots of experiences and knowledge in English for hotel and restaurant because my lecturer explained one of the topic that related with hospitality industry by showing us the real environment at hotel laboratory. One of the activity that we ever do is The Hotel Check In Procedure".*

Student 2\*

*"I like English for hotel and restaurant because I can understand and practice directly based on some theory from the class".*

Student 6\*

*"By participating in English for hotel and restaurant with the teaching factory model, my skill including public speaking have improved. I am also better at how to handle the guest appropriately".*

Student 7\*

*"After participating in English for hotel and restaurant learning with the factory teaching method, I have got new things, especially taking responsibility and time management in hospitality industry".*

*What are your hope from your English lecturers when teaching English for hotel and restaurant?*

All of the students showed their expectation deal with the use of teaching factory model. The results revealed the students' expectations related to the use of teaching factory model for example the way the lecturer preparing in teaching, relevant important topics and materials.

Student 2\*



*"I really enjoy English for hotel and restaurant lesson because my lecturer always delivers the material excitingly".*

Student 5\*

*"I feel excited and don't fall asleep in English for hotel and restaurant lesson".*

Student 8\*

*"By attending English for hotel and restaurant class with the teaching factory model, I get a better understanding related with hospitality industry".*

#### 4. Conclusion

Based on the findings of the research and discussion stated previously, the writer finally can conclude that most of the students of English department showing good perception and response on the use of teaching factory model in English for hotel and restaurant course. The result of this research contributes the use of teaching factory (TEFA) model to English lecturers, especially English lecturers who teach English for Hotel and Restaurant. This result is given the way to deliver material in English for Hotel and restaurant using teaching factory (TEFA) model and the way to solve the problems. In addition, the lecturers can apply teaching factory (TEFA) model in teaching English for hotel and restaurant in improving students' ability in English and providing hard and soft skill about hospitality industry to them.

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